

MEMORANDUM

May 21, 2013

TO: Board Members

FROM: Terry B. Grier, Ed.D.
Superintendent of Schools

CONTACT: Carla Stevens, (713) 556-6700

SUBJECT: **STUDENTS WITH DISABILITIES STAAR PERFORMANCE REPORT 2012**

The attached report provides the results of the spring 2012 State of Texas Assessments of Academic Readiness (STAAR) results indicating passing scores based on standards released recently by the Texas Education Agency for students with disabilities. At grades 3–8, students are tested in mathematics and reading. Students are also tested in writing at grades 4 and 7, science at grades 5 and 8, and social studies at grade 8.

This report provides the results for the spring 2012 assessments of STAAR, STAAR Spanish, STAAR L, STAAR Modified and STAAR Alternate for Students with Disabilities (SWD) based on phase-in 1 standards that were set by TEA in January 2013. Since this is the first year that the STAAR was administered, previous years' results are not available for comparison. Some key findings are as follows:

- HISD outperformed the state on the Spanish version of STAAR by 1 percentage point in 3rd grade mathematics, by 4 percentage points in 4th grade reading and mathematics, and by 9 percentage points in 4th grade writing.
- HISD outperformed the state in the STAAR Modified assessments by 2 percentage points in 4th grade writing (67% compared to 65%) and in 5th grade mathematics (68% compared to 66%).
- The state and HISD were tied in 4th grade mathematics (64%), and 5th grade science (56%).
- HISD outperformed the state in STAAR assessments by 1 percentage point in 8th grade social studies and 2 percentage points in 8th grade reading.
- HISD outperformed the state in STAAR Modified assessments by 6 percentage points in 7th grade writing and 1 percentage point in 7th mathematics.
- HISD outperformed the state in STAAR Alternate assessments by 1 percentage point in 8th grade reading and mathematics.
- HISD outperformed the state on all STAAR Modified assessments by 1 to 2 percentage points.
- HISD outperformed the state in STAAR Alternate assessments by 3 percentage points in 5th grade reading and by 8 percentage points in 5th grade mathematics.

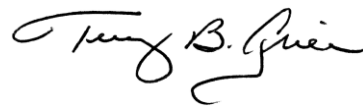
- At the Advanced Performance Level in STAAR assessments, HISD and the state were tied in 6th grade reading, 7th grade writing, and 8th grade reading, mathematics, and social studies. HISD outperformed the state in 8th grade science.
- At the Advanced Performance Level in STAAR-Modified assessments, HISD outperformed the state by 1 to 2 percentage points in 6th grade mathematics, 7th grade reading, mathematics, writing, and 8th grade mathematics. There were no gaps in 8th grade reading, science, or social studies.
- At the Advanced Performance Level in STAAR-Alternate assessments, HISD outperformed the state in 7th grade reading and writing by 1 percentage point, 8th grade reading by 3 percentage points, mathematics by 2 percentage points, and science by 4 percentage points.

Administrative Response

The Office of Special Education Services and the School Offices will work to:

- Provide campus/classroom level support for implementing targeted accommodations for students in the general education class
- Continue to move students to more inclusive placements so that they receive rigorous instruction in all academic areas
- Provide campus/classroom level support to improve classroom management and student behavior
- Provide access to assistive technology and supplementary aids so that students can be instructed in inclusive settings
- Ensure understanding of assessment selection criteria for STAAR Modified and STAAR Alternate so that appropriate assessment is selected.

Should you have further questions, please contact my office or Carla Stevens in the Department of Research and Accountability at (713) 556-6700.



TBG

Attachments

cc: Superintendent's Direct Reports
Sowmya Kumar
Chief School Officers
School Support Officers



RESEARCH

Educational Program Report

STUDENTS WITH DISABILITIES STAAR PERFORMANCE REPORT, FINAL RESULTS: SPRING 2012

DEPARTMENT OF RESEARCH AND ACCOUNTABILITY
HOUSTON INDEPENDENT SCHOOL DISTRICT



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District and School Students with Disabilities STAAR Performance Report Final Results: Spring 2012

The State of Texas Assessments of Academic Readiness, or STAAR, replaced the Texas Assessment of Knowledge and Skills (TAKS) program in spring 2012. The Texas Education Agency (TEA), in collaboration with the Texas Higher Education Coordinating Board (THECB) and Texas educators, developed this new assessment system in response to requirements set forth by the 80th and 81st Texas legislatures. This new system focuses on increasing postsecondary readiness of graduating high school students and helps to ensure that Texas students are competitive with other students both nationally and internationally.

At grades 3–8, students are assessed in mathematics and reading. Students are also assessed in writing at grades 4 and 7, science at grades 5 and 8, and social studies at grade 8. There are two cut scores, which identify three performance categories. For the general STAAR assessments, STAAR Modified, and STAAR L, the labels for the performance categories are:

- Level I: Unsatisfactory Academic Performance
- Level II: Satisfactory Academic Performance
- Level III: Advanced Academic Performance

The performance at Level II will be phased in over four years before the recommended standard is applied. The Phase-in 1 standards will be in effect for the STAAR assessments in 2011-2012 and 2012-2013. Phase-in 2 standards will be in effect for 2013-2014 and 2014-2015. Finally, the recommended standards for Satisfactory (Level II) performance will be implemented in 2015-2016. There is no phase-in for Advanced (Level III) performance in grades 3-8.

For high school, general subject-area TAKS assessments were replaced with fifteen STAAR end-of-course (EOC) assessments. STAAR EOC assessments are available for Algebra I, geometry, Algebra II, biology, chemistry, physics, English I-reading, English I-writing, English II-reading, English II-writing, English III-reading, English III-writing, world geography, world history, and U.S. history. However, STAAR Alternate eligible students are not assessed in English II and III-writing.

Administration of the STAAR Examination to HISD Students

The STAAR Examination schedule (**Table 1**) lists the various tests administered districtwide during the spring of 2012 for grades 3-8, and EOC in high schools.

Table 1. The STAAR Examination Schedule for Spring 2012		
Exam	Grade Level	Date Administered
Writing	4, 4 Spanish, 7	March 27-28, 2012
Mathematics	5, 5 Spanish, 8	March 27, 2012
Reading	5, 5 Spanish, 8	March 28, 2012
Mathematics	3–4, 3–4 Spanish, 6–7	April 24, 2012
Reading	3–4, 3–4 Spanish, 6–7	April 25, 2012
Science	5, 5 Spanish, 8	April 26, 2012
Social Studies	8	April 27, 2012
STAAR EOC	15 course-specific exams	May 7–22, 2012

All tests in the STAAR program have a four-hour time limit. The tests start when students are directed to turn to the first question. Accommodations for extra time or an extra day are available for students who meet eligibility criteria for their use.

STAAR Exam Versions

As with the TAKS assessment, there are four versions of the STAAR exam offered to students:

- **STAAR** and **STAAR End-of-Course (EOC)** are available to all students in grades 3–8 and first-time ninth graders who do not qualify for one of the other STAAR assessments. A Spanish version is available for grades 3–5.
- **STAAR L** is a linguistically accommodated English version of the STAAR assessments (grades 3–8, and EOC) in mathematics, science, and social studies. STAAR L is provided for English Language Learners (ELLs) who meet participation requirements for a substantial degree of linguistic accommodation in these subject areas.
- **STAAR Modified** replaced the Texas Assessment of Knowledge and Skills–Modified (TAKS–M) for third through entering ninth grade students who meet the STAAR Modified participation requirements. Admission, review, and dismissal (ARD) committees will use the participation requirements to determine if the STAAR Modified is the appropriate assessment.
- **STAAR Alternate** is designed for the purpose of assessing students in grades 3–8 and high school that have significant cognitive disabilities and are receiving special education services.

TEA Reporting of STAAR Examination Results

For STAAR grades 3–8 assessments, reporting occurred in three phases. In early June 2012, data files with raw score information were provided by TEA to the school districts. In late June 2012, updated data files and information pertaining to Adequate Yearly Progress (AYP) reports were provided using an equating study relating STAAR results with TAKS. The final phase occurred in January 2013 when performance standards were set. This report reflects those standards.

According to the No Child Left Behind Act (NCLB), all students including students with disabilities must be tested annually using statewide assessments. The performance of students with disabilities must be reported at the state, district, and school levels. Therefore, this report will examine the performance of students with disabilities on the State of Texas Assessments of Academic Readiness (STAAR), including the STAAR Modified and STAAR Alternate for the STAAR assessments for grades 3–8 and the End-of-Course (EOC) assessments in grades 6–9 in the Houston Independent School District (HISD). This report will provide demographic information for the students with disabilities served in HISD and their participation rates on state assessments, before presenting their performance results.

Table 2 provides the demographic characteristics of students with disabilities for 2011 and 2012 in HISD. The demographic characteristics of these students were retrieved from the Public Education Information Management System (PEIMS) for both years. District data comes from the PEIMS Edit+ Reports.

Table 2. Demographic Characteristics of HSD Students with Disabilities for 2011 and 2012

	<u>2011</u>		<u>2012</u>		<u>2012 District</u>	
<u>Gender</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Female	5,387	32.8	5,223	32.8	99,527	49.0
Male	11,015	67.2	10,677	67.2	103,539	51.0
<u>Ethnicity</u>						
American Indian	31	≤0.1	26	≤0.1	474	≤0.1
Asian	169	1.0	182	1.1	6,668	3.3
African American	5,920	36.1	5,469	34.4	51,015	25.1
Hispanic	8,882	54.2	8,858	55.7	126,711	62.4
White	1,295	7.9	1,267	8.0	16,448	8.1
Two or More Races	88	≤0.1	84	≤0.1	1,526	≤0.1
Pacific Islander	17	≤0.1	14	≤0.1	224	≤0.1
<u>Economically Disadvantaged</u>						
Yes	13,493	82.3	13,157	82.7	163,199	80.4
No	2,909	17.7	2,743	17.3	39,867	19.6
Total	16,402	100.0	15,900	100.0	203,066	100.0

Students with disabilities account for approximately eight percent of HSD's student population. In 2012, there were a total of 15,900 students with disabilities. This is a three percent decrease from 2011 in which there were 16,402 students with disabilities. The majority of students with disabilities were male at 67.2 percent compared to 32.8 percent who were female. Also, in 2012, 55.7 percent of students with disabilities were Hispanic, 34.4 percent were African American, and 8.0 percent were White. Students with disabilities identified as economically disadvantaged accounted for 82.7 percent of the population in 2012.

Table 3 provides the ethnic distribution of HSD students with disabilities by primary disability for 2011 and 2012. **Table 4** provides the description of the primary disability codes used in Table 3.

Table 3. Ethnic Distribution of HSD Students with Disabilities, by Primary Disability for 2011 and 2012

Primary Disability	Number of Students with Disabilities										Percent of Students with Disabilities									
	All Students		African American		Asian		Hispanic		White		All Students		African American		Asian		Hispanic		White	
	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012
OI	248	234	50	35	6	6	165	167	26	25	1.5	1.5	0.8	0.6	3.6	3.3	1.9	1.9	2.0	2.0
OHI	1,474	1,529	642	656	8	11	596	637	212	205	9.0	9.6	10.8	12.0	4.7	6.0	6.7	7.2	16.4	16.2
AI	351	332	75	66	9	11	237	227	27	25	2.1	2.1	1.3	1.2	5.3	6.0	2.7	2.6	2.1	2.0
VI	126	134	37	44	3	4	69	70	16	14	0.8	0.8	0.6	0.8	1.8	2.2	0.8	0.8	1.2	1.1
DB	1	2	0	0	0	0	1	2	0	0	≤0.1	≤0.1	0.0	0.0	0.0	0.0	≤0.1	≤0.1	0.0	0.0
ID	1,973	1,952	807	764	26	21	1,020	1,058	99	89	12.0	12.3	13.6	14.0	15.4	11.5	11.5	11.9	7.6	7.0
ED	769	661	439	384	0	2	236	186	86	80	4.7	4.2	7.4	7.0	0.0	1.1	2.7	2.1	6.6	6.3
SLD	8,211	7,628	3,104	2,778	38	38	4,659	4,457	363	322	50.0	48.0	52.4	50.8	22.5	20.9	52.5	50.3	28.0	25.4
SI	2,010	2,122	398	368	43	54	1,254	1,356	293	326	12.8	13.3	6.7	6.7	25.4	29.7	14.1	15.3	22.6	25.7
AU	1,050	1,106	324	328	33	32	520	563	157	166	6.4	7.0	5.5	6.0	19.5	17.6	5.9	6.4	12.1	13.1
TBI	26	26	7	6	1	1	14	14	4	5	0.1	0.2	0.1	0.1	0.6	0.5	≤1.0	0.2	0.3	0.4
NCEC	163	174	37	40	2	2	111	121	12	10	≤1.0	1.1	0.8	0.7	1.2	1.1	1.2	1.4	0.9	0.8
Total	16,402	15,900	5,920	5,469	169	182	8,882	8,858	1,295	1,267	100.0	100.0	100.0	100.0	100.0	100.0	100.0	1.9	100.0	100.0

Table 4. Primary Disability Code Descriptions

OI	Orthopedic Impairment	ED	Emotional Disturbance
OHI	Other Health Impairment	SLD	Learning Disability
AI	Auditory Impairment	SI	Speech Impairment
VI	Visual Impairment	AU	Autism
DB	Deaf-Blind	TBI	Traumatic Brain Injury
ID	Intellectually Disabled	NCEC	Noncategorical Early Childh.

Almost half of students, 48.0 percent, were diagnosed with a learning disability, 13.3 percent with a speech impairment, and 12.3 percent intellectually disabled as their primary disability. Less than one percent of students had a primary disability of visual impairment, deaf-blind, traumatic brain injury, or noncategorical early childhood. The majority of African American and Hispanic students with disabilities were identified as having a learning disability during both school years. Speech impairment followed learning disability as the most identified

primary disability for Hispanic students (15.3 percent), and was also the prominent disability for Asian students at 29.7 percent and White students at 25.7 percent. The second most common disability for African American students was intellectually disabled at 14.0 percent. The percent of African American students with disabilities who were identified with a learning disability decreased by 1.6 percent from 52.4 percent in 2011 to 50.8 percent in 2012. The percent of Hispanic students with a learning disability decreased from 52.5 percent in 2011 to 50.3 percent in 2012.

HISD STAAR Results for Students with Disabilities

Figures 1-9 provide detailed information relating to the participation and performance rates of HISD Students with Disabilities in comparison with statewide results:

- **Figure 1.** Provides the total number, and percentage, of HISD Students with Disabilities participating in the STAAR assessment by grade, subject, and test version.
- **Figure 2.** Provides the percentage of Students with Disabilities in HISD and the state participating in STAAR assessments in grades 3-8 by subject and test version (English).
- **Figure 3.** Provides the percentage of Students with Disabilities in HISD and the state participating in STAAR End of Course (EOC) assessments, by subject and test version.
- **Figure 4.** Provides HISD and state percent met Level II (Satisfactory) at Phase-in standards in grades 3-5 for Students with Disabilities by subject, grade level, and STAAR version.
- **Figure 5.** Provides HISD and state percent met Level II (Satisfactory) at Phase-in standards in grades 6-8 for Students with Disabilities by subject, grade level, and STAAR version.
- **Figure 6.** Provides HISD and state percent met Level II (Satisfactory) at Phase-in standards for Students with Disabilities by subject and test version for STAAR EOC.
- **Figure 7.** Provides HISD and state percent met Level III (Advanced) in grades 3-5 for Students with Disabilities by subject, grade level, and STAAR version.
- **Figure 8.** Provides HISD and state percent met Level III (Advanced) in grades 6-8 for Students with Disabilities by subject, grade level, and STAAR version.
- **Figure 9.** Provides HISD and state percent met Level III (Advanced) for Students with Disabilities by subject and test version for STAAR EOC.
- **Figure 10.** Compares HISD percent met Level II (Satisfactory) at Phase-in standards in grades 3-8 for Students with Disabilities to the all student, economically disadvantaged, and the English language learner groups.

Figure 1A. Total number and percentage of HISD Students with Disabilities participating in the STAAR assessments by grade, subject, and test version.

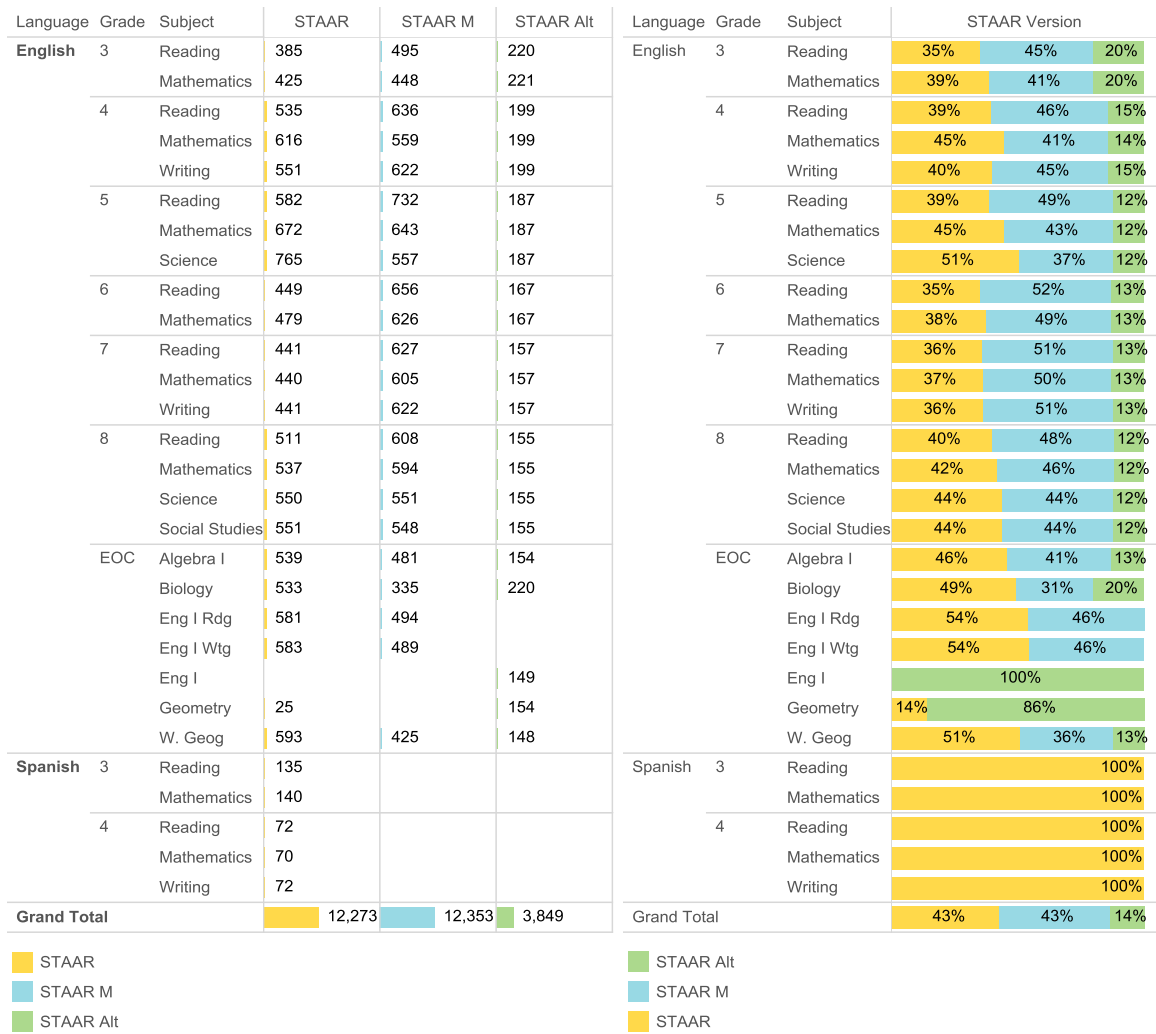


Figure 1A provides the total number and percentage of HISD Students with Disabilities participating in the STAAR assessments by grade, subject, and test version.

- 5th grade science had the highest STAAR 3-8 participation rate, 51% of all test versions, while 3rd and 6th grade reading had the lowest participation of 35%.
- The participation in STAAR Modified reading increased from 495 students in 3rd grade to 732 students in 5th grade, and then decreased to 608 in 8th grade. The percentage of students participating in STAAR Modified ranged from 37% in 5th grade science to 52% in 6th grade reading.
- The percentage of students taking STAAR Alternate ranged from 12% in all subjects for the 5th and 8th grades to 20% in 3rd grade reading and math.
- For the EOC exams, the largest percentage of students took the STAAR compared to the modified or alternate versions.

Figure 1B. Total number of Students with Disabilities participating in STAAR assessments (2012), and TAKS assessments (2011) by language, grade level, subject, and test version.

Language	Grade	Subject	STAAR			TAKS		
			STAAR	STAAR M	STAAR Alt	TAKS	TAKS M	TAKS Alt
English	3	Reading	<div><div></div></div> 385	<div><div></div></div> 495	<div><div></div></div> 220	<div><div></div></div> 312	<div><div></div></div> 705	<div><div></div></div> 183
		Mathematics	<div><div></div></div> 425	<div><div></div></div> 448	<div><div></div></div> 221	<div><div></div></div> 360	<div><div></div></div> 657	<div><div></div></div> 183
	4	Reading	<div><div></div></div> 535	<div><div></div></div> 636	<div><div></div></div> 199	<div><div></div></div> 458	<div><div></div></div> 784	<div><div></div></div> 182
		Mathematics	<div><div></div></div> 616	<div><div></div></div> 559	<div><div></div></div> 199	<div><div></div></div> 518	<div><div></div></div> 727	<div><div></div></div> 182
		Writing	<div><div></div></div> 551	<div><div></div></div> 622	<div><div></div></div> 199	<div><div></div></div> 418	<div><div></div></div> 790	<div><div></div></div> 182
	5	Reading	<div><div></div></div> 582	<div><div></div></div> 732	<div><div></div></div> 187	<div><div></div></div> 510	<div><div></div></div> 792	<div><div></div></div> 164
		Mathematics	<div><div></div></div> 672	<div><div></div></div> 643	<div><div></div></div> 187	<div><div></div></div> 584	<div><div></div></div> 711	<div><div></div></div> 164
		Science	<div><div></div></div> 765	<div><div></div></div> 557	<div><div></div></div> 187	<div><div></div></div> 539	<div><div></div></div> 770	<div><div></div></div> 164
	6	Reading	<div><div></div></div> 449	<div><div></div></div> 656	<div><div></div></div> 167	<div><div></div></div> 459	<div><div></div></div> 685	<div><div></div></div> 151
		Mathematics	<div><div></div></div> 479	<div><div></div></div> 626	<div><div></div></div> 167	<div><div></div></div> 492	<div><div></div></div> 655	<div><div></div></div> 151
	7	Reading	<div><div></div></div> 441	<div><div></div></div> 627	<div><div></div></div> 157	<div><div></div></div> 510	<div><div></div></div> 672	<div><div></div></div> 157
		Mathematics	<div><div></div></div> 440	<div><div></div></div> 605	<div><div></div></div> 157	<div><div></div></div> 533	<div><div></div></div> 652	<div><div></div></div> 157
		Writing	<div><div></div></div> 441	<div><div></div></div> 622	<div><div></div></div> 157	<div><div></div></div> 493	<div><div></div></div> 679	<div><div></div></div> 157
	8	Reading	<div><div></div></div> 511	<div><div></div></div> 608	<div><div></div></div> 155	<div><div></div></div> 567	<div><div></div></div> 649	<div><div></div></div> 145
		Mathematics	<div><div></div></div> 537	<div><div></div></div> 594	<div><div></div></div> 155	<div><div></div></div> 546	<div><div></div></div> 666	<div><div></div></div> 145
		Science	<div><div></div></div> 550	<div><div></div></div> 551	<div><div></div></div> 155	<div><div></div></div> 536	<div><div></div></div> 690	<div><div></div></div> 145
		Social Studies	<div><div></div></div> 551	<div><div></div></div> 548	<div><div></div></div> 155	<div><div></div></div> 548	<div><div></div></div> 677	<div><div></div></div> 145
	EOC	Algebra I	<div><div></div></div> 539	<div><div></div></div> 481	<div><div></div></div> 154			
		Biology	<div><div></div></div> 533	<div><div></div></div> 335	<div><div></div></div> 220			
		Eng I Rdg	<div><div></div></div> 581	<div><div></div></div> 494				
		Eng I Wtg	<div><div></div></div> 583	<div><div></div></div> 489				
		Eng I			<div><div></div></div> 149			
		Geometry	<div><div></div></div> 25		<div><div></div></div> 154			
		W. Geog	<div><div></div></div> 593	<div><div></div></div> 425	<div><div></div></div> 148			
Spanish	3	Reading	<div><div></div></div> 135			<div><div></div></div> 149		
		Mathematics	<div><div></div></div> 140			<div><div></div></div> 146		
	4	Reading	<div><div></div></div> 72			<div><div></div></div> 95		
		Mathematics	<div><div></div></div> 70			<div><div></div></div> 96		
		Writing	<div><div></div></div> 72			<div><div></div></div> 102		
			0 1,000	0 1,000	0 1,000	0 1,000	0 1,000	0 1,000

Figure 2. Percentage of Students with Disabilities in HISD and the state participating in STAAR assessments in grades 3-8 by subject and test version (English).

Grade	Subject	District	STAAR	STAAR M	STAAR Alt
3	Reading	State	<div><div></div></div> 53%	<div><div></div></div> 34%	<div><div></div></div> 13%
		HISD	<div><div></div></div> 35%	<div><div></div></div> 45%	<div><div></div></div> 20%
	Mathematics	State	<div><div></div></div> 58%	<div><div></div></div> 29%	<div><div></div></div> 13%
		HISD	<div><div></div></div> 39%	<div><div></div></div> 41%	<div><div></div></div> 20%
4	Reading	State	<div><div></div></div> 51%	<div><div></div></div> 38%	<div><div></div></div> 11%
		HISD	<div><div></div></div> 39%	<div><div></div></div> 46%	<div><div></div></div> 15%
	Mathematics	State	<div><div></div></div> 55%	<div><div></div></div> 34%	<div><div></div></div> 11%
		HISD	<div><div></div></div> 45%	<div><div></div></div> 41%	<div><div></div></div> 14%
	Writing	State	<div><div></div></div> 50%	<div><div></div></div> 39%	<div><div></div></div> 11%
		HISD	<div><div></div></div> 40%	<div><div></div></div> 45%	<div><div></div></div> 15%
5	Reading	State	<div><div></div></div> 51%	<div><div></div></div> 39%	<div><div></div></div> 10%
		HISD	<div><div></div></div> 39%	<div><div></div></div> 49%	<div><div></div></div> 12%
	Mathematics	State	<div><div></div></div> 53%	<div><div></div></div> 36%	<div><div></div></div> 10%
		HISD	<div><div></div></div> 45%	<div><div></div></div> 43%	<div><div></div></div> 12%
	Science	State	<div><div></div></div> 57%	<div><div></div></div> 32%	<div><div></div></div> 10%
		HISD	<div><div></div></div> 51%	<div><div></div></div> 37%	<div><div></div></div> 12%
6	Reading	State	<div><div></div></div> 52%	<div><div></div></div> 38%	<div><div></div></div> 10%
		HISD	<div><div></div></div> 35%	<div><div></div></div> 52%	<div><div></div></div> 13%
	Mathematics	State	<div><div></div></div> 51%	<div><div></div></div> 39%	<div><div></div></div> 10%
		HISD	<div><div></div></div> 38%	<div><div></div></div> 49%	<div><div></div></div> 13%
7	Reading	State	<div><div></div></div> 52%	<div><div></div></div> 38%	<div><div></div></div> 10%
		HISD	<div><div></div></div> 36%	<div><div></div></div> 51%	<div><div></div></div> 13%
	Mathematics	State	<div><div></div></div> 51%	<div><div></div></div> 39%	<div><div></div></div> 10%
		HISD	<div><div></div></div> 37%	<div><div></div></div> 50%	<div><div></div></div> 13%
	Writing	State	<div><div></div></div> 51%	<div><div></div></div> 39%	<div><div></div></div> 10%
		HISD	<div><div></div></div> 36%	<div><div></div></div> 51%	<div><div></div></div> 13%
8	Reading	State	<div><div></div></div> 54%	<div><div></div></div> 36%	<div><div></div></div> 10%
		HISD	<div><div></div></div> 40%	<div><div></div></div> 48%	<div><div></div></div> 12%
	Mathematics	State	<div><div></div></div> 52%	<div><div></div></div> 39%	<div><div></div></div> 10%
		HISD	<div><div></div></div> 42%	<div><div></div></div> 46%	<div><div></div></div> 12%
	Science	State	<div><div></div></div> 56%	<div><div></div></div> 34%	<div><div></div></div> 10%
		HISD	<div><div></div></div> 44%	<div><div></div></div> 44%	<div><div></div></div> 12%
	Social Studies	State	<div><div></div></div> 58%	<div><div></div></div> 33%	<div><div></div></div> 10%
		HISD	<div><div></div></div> 44%	<div><div></div></div> 44%	<div><div></div></div> 12%

District

■ State

■ HISD

Figure 2 provides the percentage of HISD Students with Disabilities in HISD and the state participating in STAAR assessments in grades 3-8, by subject and test version.

- HISD trails the state in participation of Students with Disabilities in the STAAR Assessment at grade levels 3-8, the gaps ranging from 6 percentage points in 5th grade science (57% compared to 51%) to 18 percentage points in 3rd grade reading (53% compared to 35%).
- HISD exceeds the state in participation of Students with Disabilities in the STAAR Modified Assessment at grade levels 3-8, ranging from 5 percentage points in 5th grade science (37% compared to 32%) to 14 percentage points in 6th grade reading (52% compared to 38%).
- HISD exceeds the state in participation of Students with Disabilities in the STAAR Alternate Assessments, ranging from 2 percentage points (12% compared to 10%) in 5th and 8th grade reading, mathematics, science, and 8th grade social studies to 7 percentage points (20% compared to 13%) in 3th grade reading and mathematics.

Figure 3. Percentage of Students with Disabilities in HISD and the state participating in STAAR End of Course (EOC) assessments, by subject and test version.

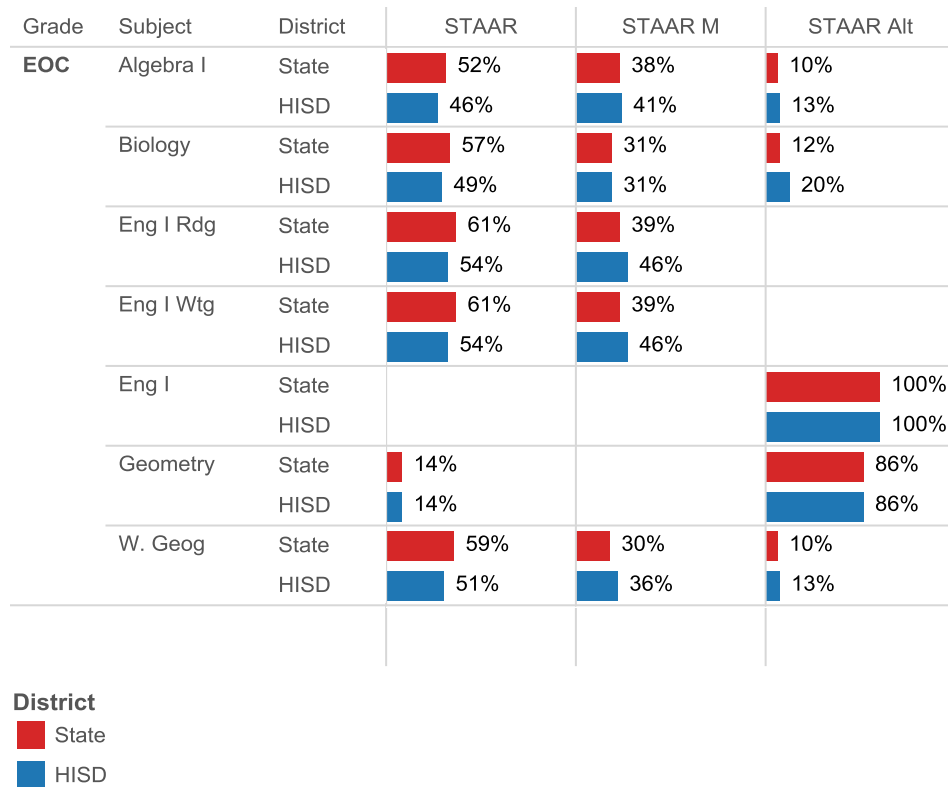


Figure 3 provides the percentage of HISD Students with Disabilities in HISD and the state participating in STAAR EOC assessments, by subject and test version.

- HISD trails the state in participation of Students with Disabilities in all STAAR EOC assessments (except geometry), with gaps ranging from 6 percentage points in Algebra I (46% compared to 52%) to 8 percentage points in world geography (51% compared to 59%) and biology (49% compared to 57%).
- HISD exceeds the state in participation of Students with Disabilities in all STAAR Modified EOC assessments (except biology) by 3 percentage points in Algebra I (41% compared to 38%), 6 percentage points in world geography, and 7 percentage points in English I reading and writing (46% compared to 39%).
- HISD exceeds the state in participation of Students with Disabilities in all STAAR Alternate EOC assessments (except English I and geometry) by 3 percentage points in Algebra I and world geography (13% compared to 10%), and 8 percentage points in biology (20% compared to 12%).

Figure 4. HISD and state percent met Level II (Satisfactory) Performance at Phase-in standards in grades 3-5 for Students with Disabilities by subject, grade level, and test version.



Figure 4 shows the percent met Level II (Satisfactory) at Phase-in standards in grades 3-5 for Students with Disabilities.

- The state outperformed HISD in all English versions of the STAAR EOC assessments in grades 3-5, the gaps range from 1 percentage point in 3rd grade mathematics (45% compared to 44%) to 20 percentage points in 4th grade writing (49% compared to 29%).
- HISD outperformed the state on the Spanish version of STAAR by 1 percentage point in 3rd grade mathematics, by 4 percentage points in 4th grade reading and mathematics, and by 9 percentage points in 4th grade writing.
- HISD outperformed the state in the STAAR Modified assessments by 2 percentage points in 4th grade writing (67% compared to 65%) and in 5th grade mathematics (68% compared to 66%). The state and HISD were tied in 4th grade mathematics (64%), and 5th grade science (56%).
- The state outperformed HISD in all STAAR Alternate assessments in grades 3-5, with gaps ranging from 3 percentage points in 4th grade mathematics (91% compared to 88%) to 9 percentage points in 4th grade writing (91% compared to 82%).

Figure 5. HISD and state percent met Level II (Satisfactory) at phase-in standards in grades 6-8 for Students with Disabilities by subject, grade level, and STAAR version.

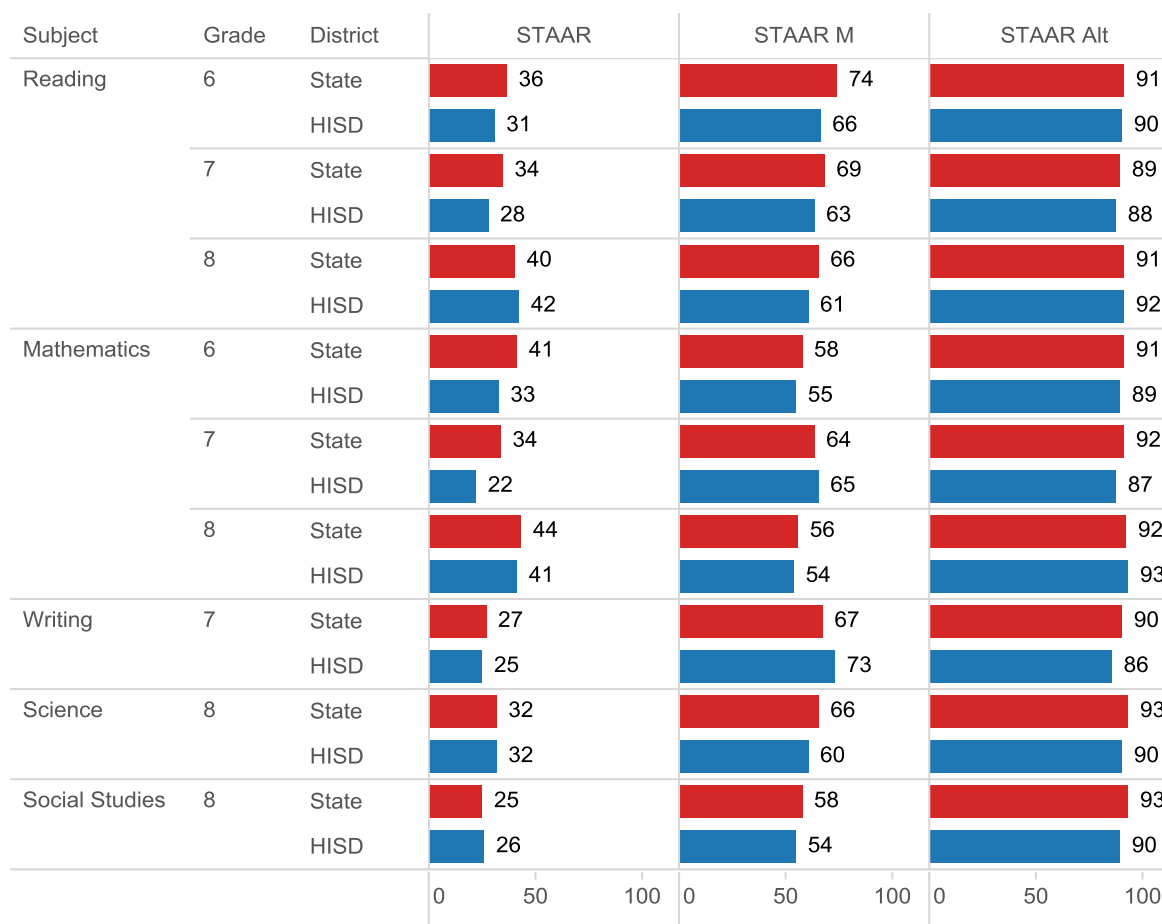


Figure 5 shows the percent met Level II (Satisfactory) at Phase-in standards in grades 6-8 for Students with Disabilities for HISD and the state:

- HISD outperformed the state in STAAR assessments by 1 percentage point in 8th grade social studies and 2 percentage points in 8th grade reading.
- The state outperformed HISD in six of the nine STAAR assessments, with gaps ranging from 2 percentage points in 7th grade writing to 12 percentage points in 7th grade mathematics.
- HISD outperformed the state in STAAR Modified assessments by 6 percentage points in 7th grade writing and 1 percentage point in 7th mathematics.
- The state outperformed HISD in seven of the nine STAAR Modified assessments with gaps ranging from 2 percentage points in 8th grade mathematics to 8 percentage points in 6th grade reading.
- HISD outperformed the state in STAAR Alternate assessments by 1 percentage point in 8th grade reading and mathematics.
- The state outperformed HISD in seven of the nine STAAR Alternate assessments, with gaps ranging from 1 percentage point in grades 6-7 reading to 5 percentage points in 7th grade mathematics.

Figure 6. HISD and state percent met Level II (Satisfactory) at Phase-in standards for Students with Disabilities by subject and test version for STAAR EOC.

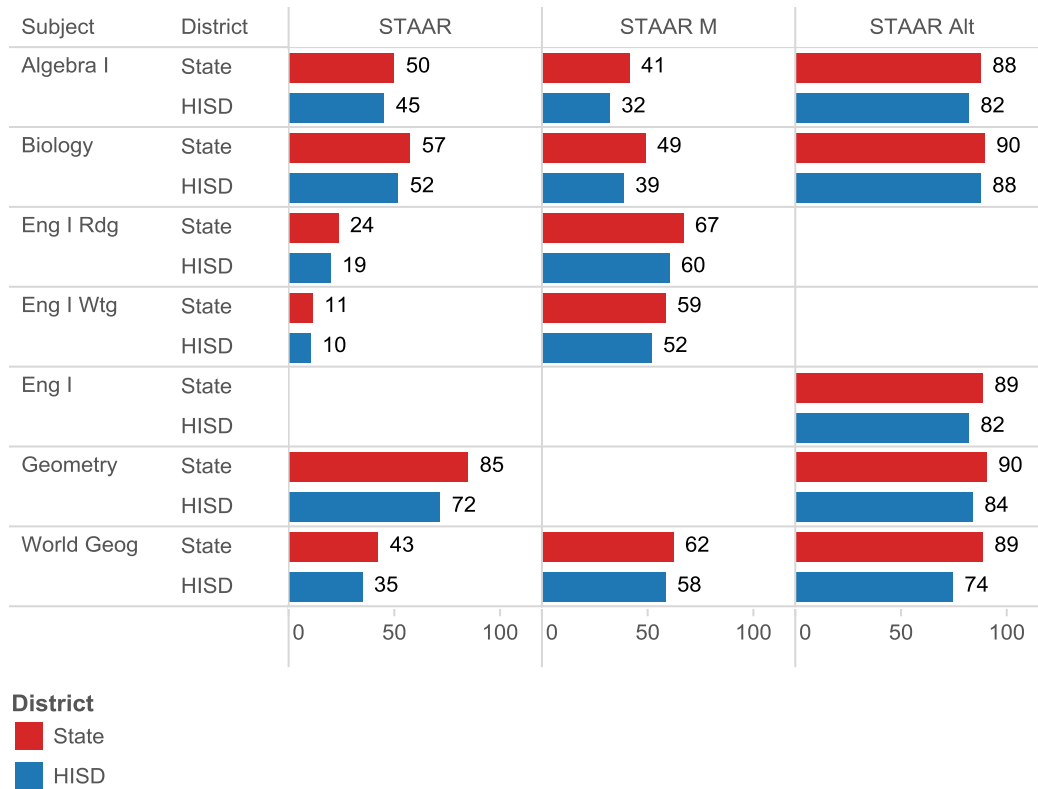
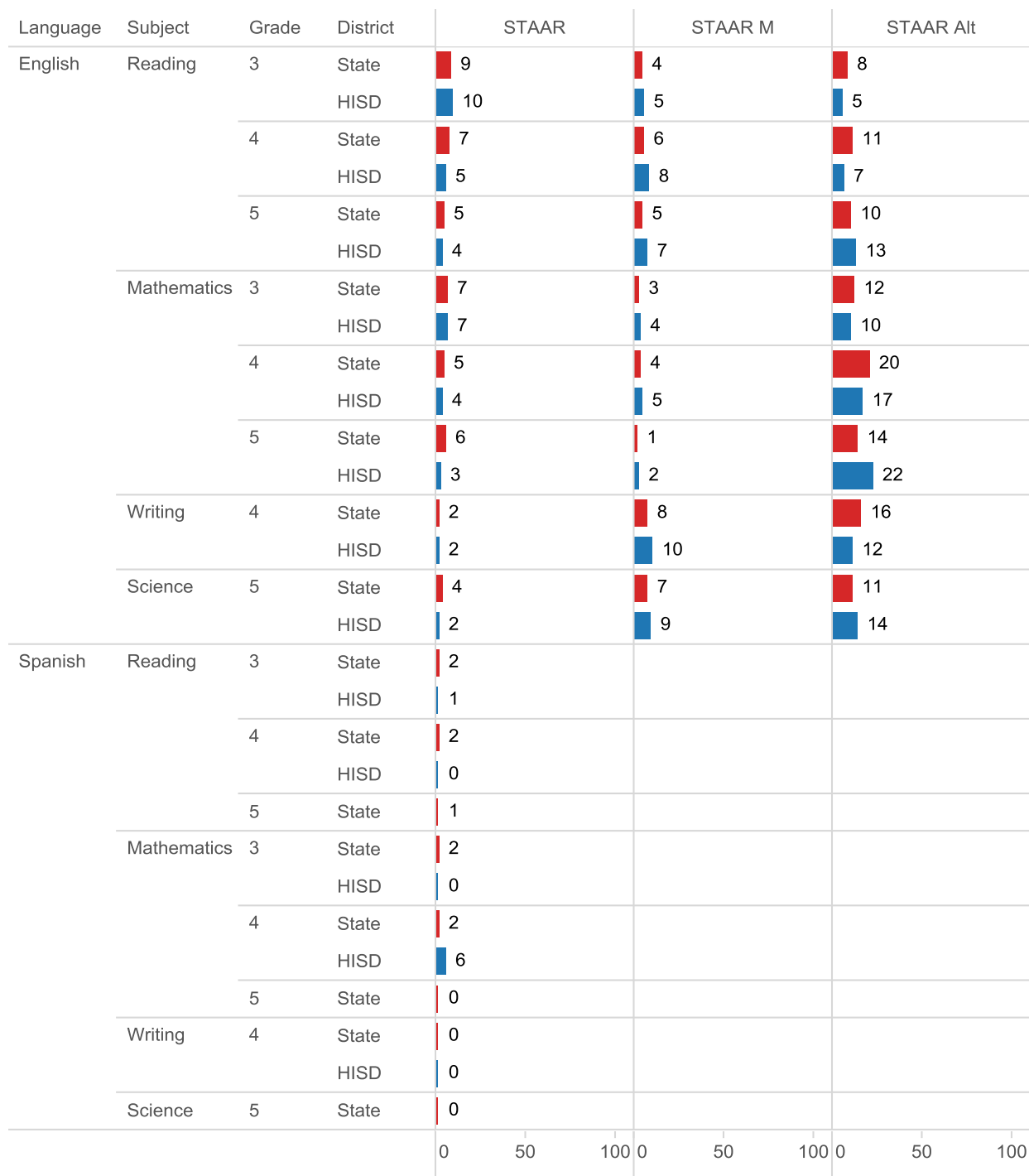


Figure 6 shows the percent met Level II (Satisfactory) at Phase-in standards for Students with Disabilities in STAAR EOC assessments for HISD and the state.

- The state outperformed HISD in all STAAR EOC assessments by
 - 1 percentage point in English I-writing
 - 5 percentage points in Algebra I, biology, and English I-reading
 - 8 percentage points in world geography
 - 13 percentage points in geometry
- The state outperformed HISD in all STAAR Modified EOC assessments:
 - 4 percentage points in world geography
 - 7 percentage points in English I-reading
 - 9 percentage points in Algebra I
 - 10 percentage points in biology
- The state outperformed HISD in all STAAR Alternate EOC assessments:
 - 2 percentage points in biology
 - 6 percentage points in Algebra I, and geometry
 - 7 percentage points in English I
 - 15 percentage points in world geography

Figure 7. HISD and state percent met Level III (Advanced) in grades 3-5 for Students with Disabilities by subject, grade level and STAAR version.





District
 State
 HISD

Figure 7 shows the percent met Level III (Advanced) for Students with Disabilities in EOC assessments for HISD and the state:

- HISD trailed the state by 1 to 3 percentage points on all STAAR EOC assessments with the exception of 3rd grade reading where HISD outperformed the state by 1 percentage point. There is no gap in 3rd grade mathematics.
- HISD outperformed the state on all STAAR Modified assessments by 1 to 2 percentage points.
- HISD trailed the state by 2 to 4 percentage points in STAAR Alternate assessments in grades 3-4 reading, and mathematics, and 4th grade writing.
- HISD outperformed the state in STAAR Alternate assessments by 3 percentage points in 5th grade reading and by 8 percentage points in 5th grade mathematics

Figure 8. HISD and state percent met Level III (Advanced) in grades 6-8 for Students with Disabilities by subject, grade level, and STAAR version.



Figure 8 shows the percent met Level III (Advanced) for Students with Disabilities in grades 6-8 for HISD and the state:

- HISD trailed the state in STAAR assessments by 1 to 2 percentage points in 7th grade reading, and 6th and 7th grade mathematics. HISD and the state were tied in 6th grade reading, 7th grade writing, and 8th grade reading, mathematics, and social studies. HISD outperformed the state in 8th grade science.
- HISD trailed the state in STAAR Modified assessments in 6th grade reading by 3 percentage points but outperformed the state by 1 to 2 percentage points in 6th grade mathematics, 7th grade reading, mathematics, writing, and 8th grade mathematics. There were no gaps in 8th grade reading, science, or social studies.
- HISD trailed the state in STAAR Alternate assessments by 2 to 5 percentage points in 6th grade reading and mathematics, 7th grade mathematics, and 8th grade social studies but outperformed the state in 7th grade reading and writing by 1 percentage point, 8th grade reading by 3 percentage points, mathematics by 2 percentage points, and science by 4 percentage points.

Figure 9. HISD and state percent met Level III (Advanced) for Students with Disabilities by subject and test version for STAAR EOC.

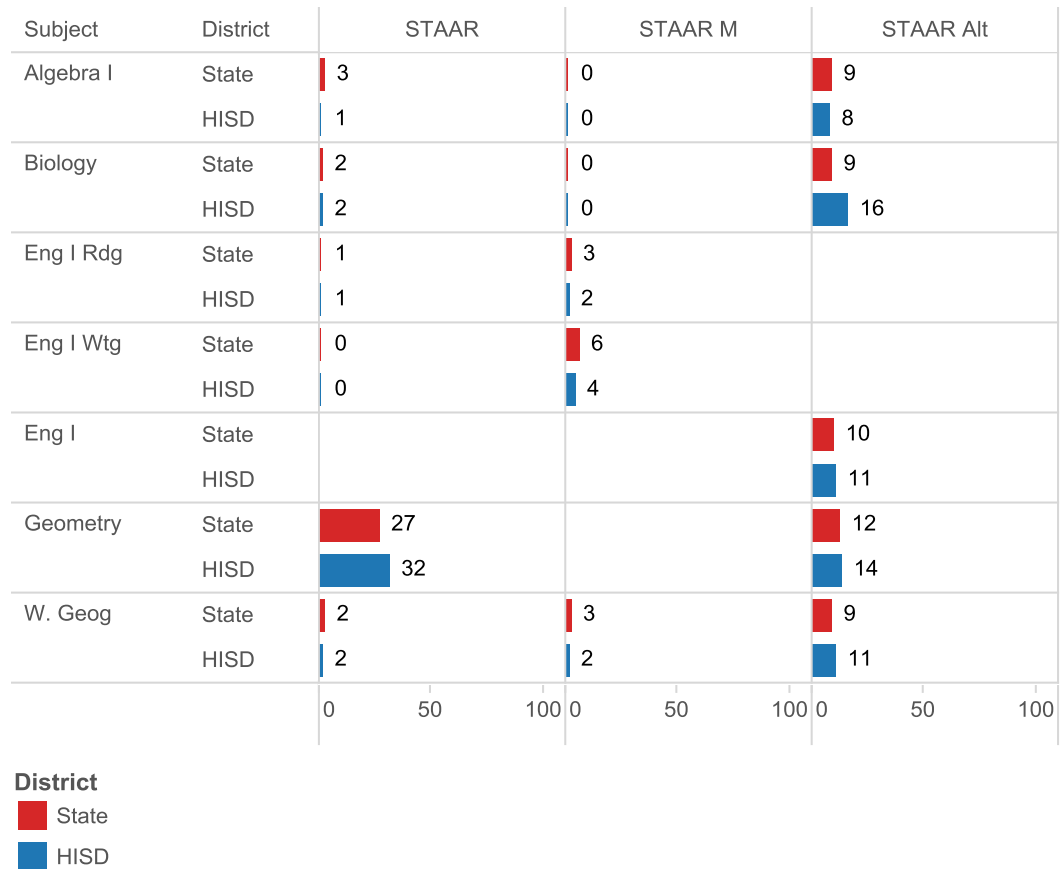
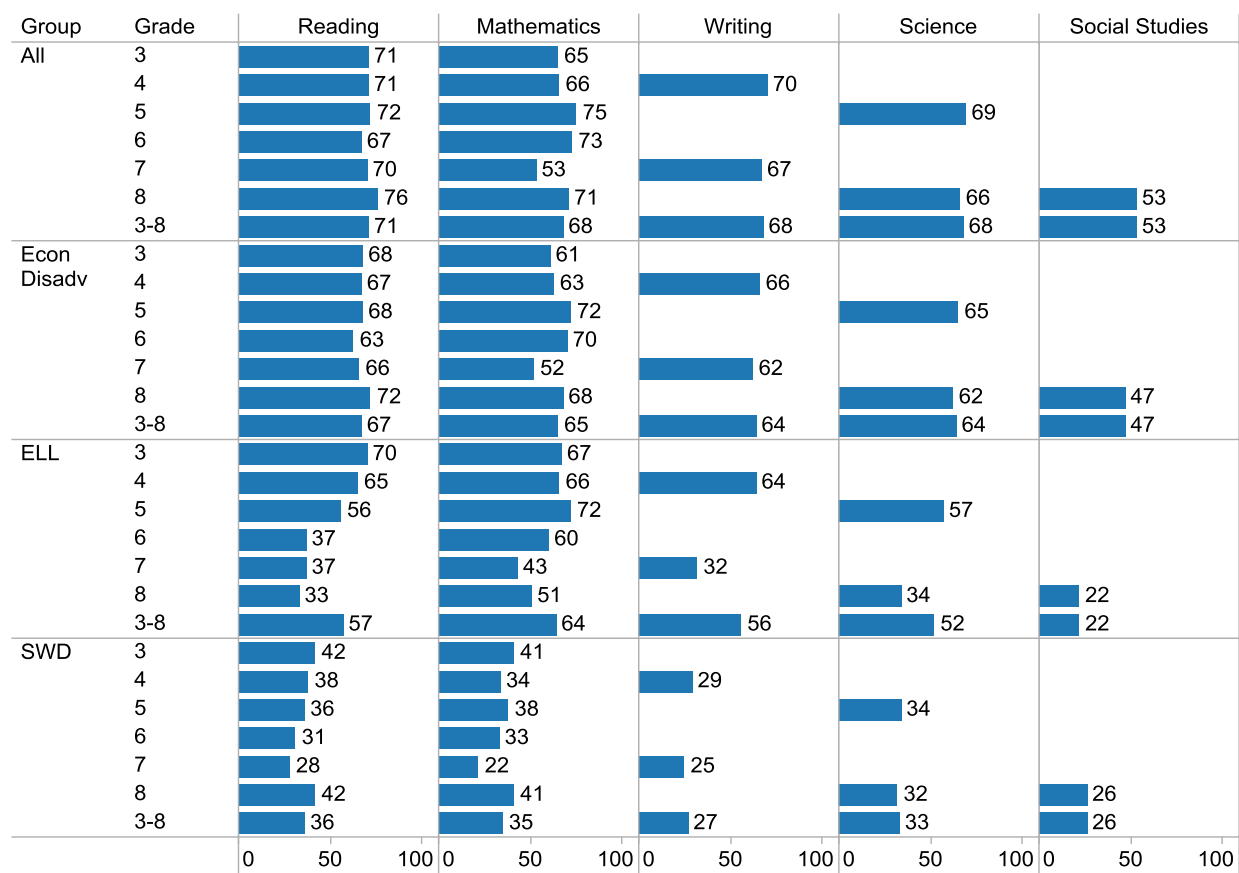


Figure 9 shows the percent met Level III (Advanced) for Students with Disabilities in EOC assessments for HISD and the state:

- HISD trailed the state in STAAR EOC Algebra I by 2 percentage points but outperformed the state by 5 percentage points in geometry. There were no gaps in English I-reading, and writing, and world geography.
- HISD trailed the state in STAAR Modified EOC assessments by 1 to 2 percentage points in English I-reading, English I-writing, and world geography. There are no gaps in Algebra I and biology.
- HISD trailed the state in STAAR Alternate assessments by 1 percentage point in Algebra I but outperformed the state 7 percentage points in biology, 1 percentage point in English I, 2 percentage points in geometry, and 2 percentage points in world geography.

Figure 10. HISD percent met Level II (Satisfactory) at Phase-in standards for program groups by subject and test version for combined STAAR and STAAR Spanish.



ELL: English Language Learners
SWD: Students with Disabilities

Figure 10 shows the following gaps for the combined grades 3-8 in percent met Level II (satisfactory) at phase-in 1 standards:

- Students with Disabilities trail the all student group by 35 percentage points in reading and science, 33 percentage points in mathematics, 41 percentage points in writing, and 27 percentage points in social studies.
- Students with Disabilities trail the economically disadvantaged student group by 31 percentage points in reading and science, 30 percentage points in mathematics, 37 percentage points in writing, and 21 percentage points in social studies.
- Students with Disabilities trail the ELL student group by 21 percentage points in reading, 29 percentage points in mathematics and writing, and 19 percentage points in science.
- Students with Disabilities outperformed the ELL student group by 4 percentage points in social studies.